

Lesson Plan

CHAPTER 10 Alcohol

SECTION 1 Alcohol Affects the Body

#17 Setting Objectives

OBJECTIVES

1. State why alcohol is considered a drug.
2. List the short-term effects of alcohol use.
3. Describe the long-term damage that alcohol does to the organs of the body.
4. Identify three reasons you should not drink alcohol.

Source - text

NATIONAL HEALTH EDUCATION STANDARDS COVERED

- 1.12.1:** Predict how healthy behaviors can affect health status.
- 1.12.7:** Compare and contrast the benefits of and barriers to practicing a variety of health behaviors.
- 1.12.9:** Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
- 2.12.10:** Analyze how public health policies and government regulations can influence health promotion and disease prevention.
- 5.12.1:** Examine barriers that can hinder healthy decision making.

ACTIVITIES

- What's Your Health IQ? To assess student knowledge about how alcohol affects the body, the family, and society, have students take the pretest on health IQ. Answers can be found in the TE.

#15 Non Linguistic Representations

- Bellringer, TE** Have students write a paragraph about the impact of labeling every alcoholic container with the word "drug" and whether such a label would alter their perception of the dangers of alcohol. **(GENERAL)**
- Identifying Preconceptions, TE** Use the Belief vs. Reality feature to identify some preconceptions your students may have about alcohol. Encourage students to discuss where the beliefs came from and why they are incorrect. **(GENERAL)**

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- ___ **Identifying Misconceptions, TE** Tell students that alcohol is not a safe drug because it is legal. Tell students that alcohol can be as harmful as any illegal drug.
- ___ **Teaching Transparency, Long Term Effects of Alcohol.** Use this graphic to inform students about alcohol's long-term effects.
- ___ **Using the Figure, Figure 1, TE** After students look at Figure 1, ask members of small groups to create the silhouette of a volunteer on butcher paper. Then have students label the body parts with the long-term effects of alcohol. **(GENERAL)**

18 GENERATING & TESTING HYPOTHESIS

- ___ **Using the Table, TE** Assign the activity in Table 1. Have students anticipate/predict their BAC using their own weight for four drinks in one hour and identify the effects on their body of drinking three drinks in an hour. **(GENERAL)**
- ___ **Teaching Transparency, Blood Alcohol Concentration, BAC** Use this graphic to inform students about blood concentrations of alcohol based on consumption.

CLOSE (10 MINUTES)

- ___ **Concept Review Worksheet, Section 1, CRF** This exercise reinforces the material covered in the section. **(GENERAL)**
- ___ **Section Quiz, Section 1, CRF** Students answer five questions that review the lesson content. **(GENERAL)**
- ___ **Section Review, Section 1.** Assign questions 1–13 for review, homework, or as a quiz.

#22 Group Investigation

- ___ **Group Activity, Long-Term Effects of Alcohol, TE** Have four groups of students research how alcohol affects the following systems—circulatory, nervous, respiratory, and muscular—and present their information to the class. **(GENERAL)**

ASSESSMENT – PARTICIPATION

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SECTION 2 Alcohol Affects the Family and Society

OBJECTIVES

1. State the difference between alcohol abuse and alcoholism.
2. Describe the stages in which alcoholism develops.
3. Identify the warning signs of alcoholism.
4. List three ways that alcohol can have a negative effect on family life.
5. Describe how alcoholism affects society.
6. Summarize two treatment options for overcoming alcoholism.

NATIONAL HEALTH EDUCATION STANDARDS COVERED

- 2.12.1:** Analyze how the family influences the health of individuals.
- 2.12.7:** Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8:** Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 3.12.2:** Use resources from home, school, and community that provide valid health information.
- 3.12.4:** Determine when professional health services may be required.
- 7.12.2:** Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3:** Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

Source – text

Activities

- ___ **Bellringer, TE** Have students make a list of criteria that they think could be used to diagnose alcoholism. (**GENERAL**)
- ___ **Discussion, TE** Ask students to discuss the stereotypes of alcoholics. (**BASIC**)

TEACH (25 MINUTES)

- ___ **Using the Figure, Figure 2, TE** Have four volunteers explain the four stages of alcoholism and explain the characteristics or warning signs of alcoholism. Then ask students to explain why alcoholism develops in stages. (**GENERAL**)
- ___ **Activity, Voicing Facts About Alcohol, TE** Have students write a paragraph discussing

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whether they agree or disagree with statements about alcohol. **(GENERAL)**

#8 FRAYER'S MODEL

Healthy Vocabulary, Enabler- define, characteristics of an enabler, examples, non-examples

- ___ **Life Skill Builder, Making GREAT Decisions, TE** Ask students to consider the consequences of telling their parents if an older sibling has a drinking problem. **(BASIC)**
- ___ **Analyzing Data, Costs of Alcohol to Society, SE** Students assess the cost of alcohol to society. **(GENERAL)**
- ___ **Concept Review Worksheet, Section 2, CRF** This exercise reinforces the material covered in the section. **(GENERAL)**
- ___ **Section Quiz, Section 2, CRF** Students answer five questions that review the section content. **(GENERAL)**
- ___ **Section Review, Section 2, SE** Assign questions 1–10 for review, homework, or as a quiz.

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SECTION 3 Teens and Alcohol

OBJECTIVES

1. Identify the role alcohol plays in teen driving accidents.
2. List the legal consequences of underage drinking.
3. Summarize how underage drinking can harm a teen's future.
4. List three ways you could refuse alcohol if it were offered to you.
5. Identify student groups and organizations that are involved in educating people about the dangers of alcohol.

NATIONAL HEALTH EDUCATION STANDARDS COVERED

- 1.12.1:** Predict how healthy behaviors can affect health status.
- 1.12.5:** Propose ways to reduce or prevent injuries and health problems.
- 1.12.7:** Compare and contrast the benefits of and barriers to practicing a variety of health behaviors.
- 1.12.9:** Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
- 2.12.2:** Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3:** Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4:** Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5:** Evaluate the effect of media on personal and family health.
- 2.12.6:** Evaluate the impact of technology on personal, family, and community health.
- 2.12.7:** Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 3.12.2 :** Use resources from home, school, and community that provide valid health information.
- 3.12.3:** Determine the accessibility of products and services that enhance health.
- 3.12.5:** Access valid and reliable health products and services.
- 4.12.1:** Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2:** Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.4:** Demonstrate how to ask for and offer assistance to enhance the health of self and others.

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- 5.12.1: Examine barriers that can hinder healthy decision making.
- 5.12.2: Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3: Justify when individual or collaborative decision making is appropriate.
- 5.12.4: Generate alternatives to health-related issues or problems.
- 5.12.5: Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6: Defend the healthy choice when making decisions.
- 5.12.7: Evaluate the effectiveness of health-related decisions.
- 8.12.2: Demonstrate how to influence and support others to make positive health choices.
- 8.12.3: Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4: Adapt health messages and communication techniques to specific target audiences.

Source – text

Activities

- **Bellringer, TE** Have students write down 5 ways drinking alcohol can impair a person's driving. (BASIC)

#6 PROBLEM BASED LEARNING

- **Discussion, TE** Ask students if teens should be allowed to drink alcohol if supervised by an adult. Discuss how your state laws address the topic. (GENERAL)
- **Making GREAT Decisions, SE** Students advise a friend as to what to do when he needs a ride home from a party and his date has been drinking. (BASIC)
- **Teaching Transparency, Ways to Turn Down Alcohol.** Use this graphic to inform students about ways to turn down alcohol.
- **Activity, Alcohol Ads, TE** Have students redesign alcohol advertisements from a nondrinker's point of view. (GENERAL)
- **Activity, Your Future Under the Influence of Alcohol.** Have students list their life goals and also possible consequences of drinking alcohol. Discuss with students how drinking alcohol can affect each of these life goals. (GENERAL)
- **Concept Review Worksheet, Section 3, CRF** This exercise reinforces the material covered in the section. (GENERAL)
- **Section Quiz, Section 3, CRF** Students answer five questions that review the section content. (GENERAL)
- **Section Review, Section 3, SE** Assign questions 1–9 for review, homework, or as a quiz.

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Lifetime Health

END OF CHAPTER REVIEW AND ASSESSMENT

ASSESSMENT

- **Chapter Test, Alcohol, CRF** Assign questions for general level chapter assessment.
(GENERAL)

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